U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) [ ] Elementary [X] Middle [] High [] K-12 [] Other
[] Charter [X] Title I [X] Magnet [] Choice

Name of Principal: Mr. Jeremy Ward

Official School Name: Edison Computech

School Mailing Address:
555 East Belgravia
Fresno, CA 93706-4806

County: Fresno State School Code Number*: 10 62166 6103840

Telephone: (559) 457-2640 Fax: (559) 457-2643

Web site/URL: http://www.fresno.k12.ca.us/schools/computech.html E-mail: jeremy.ward@fresnounified.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Michael Hanson

District Name: Fresno Unified Tel: (559) 457-3000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Valerie Davis

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2003.

6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

67	Elementary schools
15	Middle schools
0	Junior high schools
8	High schools
0	Other
90	**TOTAL**

2. District Per Pupil Expenditure: 8284

   Average State Per Pupil Expenditure: 8195

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [X] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 1 Number of years the principal has been in her/his position at this school.

   1 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	**7**	161	210	371
K	0	0	0	**8**	158	229	387
1	0	0	0	**9**	0	0	0
2	0	0	0	**10**	0	0	0
3	0	0	0	**11**	0	0	0
4	0	0	0	**12**	0	0	0
5	0	0	0	**Other**	0	0	0
6	0	0	0				
		TOTAL STUDENTS IN THE APPLYING SCHOOL					758

6. Racial/ethnic composition of the school:

1 %	American Indian or Alaska Native
17 %	Asian
11 %	Black or African American
48 %	Hispanic or Latino
1 %	Native Hawaiian or Other Pacific Islander
22 %	White
0 %	Two or more races
100 %	**Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 2 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	0
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	19
(3)	Total of all transferred students [sum of rows (1) and (2)].	19
(4)	Total number of students in the school as of October 1.	772
(5)	Total transferred students in row (3) divided by total students in row (4).	0.025
(6)	Amount in row (5) multiplied by 100.	2.461

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 5

Number of languages represented: 16
Specify languages:

Arabic, Armenian, Cantonese, Hmong, Indonesian, Japanese, Khmer, Lao, Malayalam, Punjabi, Tagalog, Serbo-croatian, Spanish, Ukranian, Vietnamese

9. Students eligible for free/reduced-priced meals: 59 %

Total number students who qualify: 450

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 1 %

Total Number of Students Served: 4

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0	Autism	0	Orthopedic Impairment
0	Deafness	0	Other Health Impaired
0	Deaf-Blindness	0	Specific Learning Disability
0	Emotional Disturbance	0	Speech or Language Impairment
3	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	4	0
Classroom teachers	30	3
Special resource teachers/specialists	1	2
Paraprofessionals	0	0
Support staff	14	3
Total number	49	8

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 **25 :1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	98%	97%	97%	97%
Daily teacher attendance	92%	94%	96%	95%	94%
Teacher turnover rate	3%	0%	7%	15%	8%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Edison Computech 7-8 had two teachers diagnosed with cancer during the 2007/08 school year leading to a lower than average teacher attendance rate for last year. A greater instance of staffwide illness accounts for lower attendance rates by staff during the 2006/07 and 2003/04 school years. During the 2004/05 school year, Computech had a higher than average number of staff members retire during the 2004/05 school year leading to a higher than normal turnover rate.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	**100**	%

PART III - SUMMARY

Edison Computech 7-8 is a diverse and energetic school where the pursuit of academic excellence is a foremost goal. Computech is a math/science/technology magnet school where everyone, from parents to staff and administration, pursues a rigorous standards-based curriculum to help prepare our students for high school and beyond. As stated in our school vision, our goal is to “help students to achieve their academic potential” by engaging, challenging, inspiring, and supporting them along their educational journey.

Edison Computech 7-8 attracts students from throughout the Fresno Unified School District located in the heart of the San Joaquin Valley in the State of California. The result is a student body that reflects the ethnic, cultural, and economic diversity of our U.S.Congressional district, which ranked at the bottom of the country in a recent nationwide study of well-being. Computech’s student body is 48% Hispanic, 22% white, 16% Asian, 11% African American, and 59% socioeconomically disadvantaged. Our students' families join us from all over the world and represent more than fifteen different ethnic groups and languages. Approximately 40% of Computech students reside in homes where English is not the primary language. The diversity of our 758 students is celebrated by our staff and community; we feel it presents an opportunity for teaching respect and appreciation and for developing relationships that bridge cultural and ethnic divides.

Our rigorous curriculum is supported by our practice of learning by doing, in which we focus on providing authentic, real-life, integrated learning experiences for our students. Project-based learning activities across the curriculum enable students to develop 21st century skills such as: critical thinking, research, communication, technology skills, and team work.

Our unique eight-period schedule offers students the maximum in academic and elective options. All students are able to take two years of computer literacy, science, math, English, social studies, and physical education classes, in addition to two electives each year. Course offerings are diverse and flexible in order to meet the needs of accelerated students and those with special interests or needs. Many students take advanced math and foreign language classes for high school credit. Currently, 81% of our student body is enrolled in one of three foreign languages offered for high school credit. In addition, over 70% of our students complete algebra or geometry for high school credit. The extensive offering of electives provides a good balance for our technology emphasis. Tutorials, offered through extended day instruction, provide the differentiated, personalized instruction our students need in order to achieve.

Computech believes in educating the whole child by combining a rigorous curriculum with instruction in character development. Daily schoolwide character focus messages, combined with announcements of student body activities and community service opportunities, ensure that the six pillars of character (trustworthiness, respect, responsibility, fairness, caring, citizenship) are reinforced for our students, and that lifelong lessons of positive contribution to one’s community are instilled.

In all ways, the Computech program strives for excellence and encourages students to achieve their highest personal and academic potential. Edison Computech 7-8 has received the California Distinguished School Award five times, the National Blue Ribbon Award three times (each with an additional special emphasis award), and the Title 1 Academic Achievement Award four times. Our 2008 API score was 916; comparing our API score to that of 100 other middle schools having similar opportunities and challenges, we are ranked "10" on a scale of 1 to 10--the highest score possible.

Computech’s success can be attributed to many factors, including our focus on rigor; our ongoing cycle of continous improvement, which keeps us focused on learning and continual revision to our practices; and our policy of distributed leadership, which enables us to practice collaborative decision-making.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Staff members at Edison Computech 7-8, an innercity school, are dedicated to an instructional program that emphasizes focused academic rigor as the key ingredient in meeting the challenges we face in closing the achievement gap. For that reason, Computech has seen sustained growth in all subjects, at both grade levels, and for all subgroups in our school over the past five years. Like all middle schools in California, Computech students are required to take the annual criterion-referenced California Standards Test (CST), developed by the California Department of Education and the Educational Testing Service for language arts (reading) and math. Eighth grade students are further required to be tested in science and history. For each test score received, students are classified into levels including Far Below Basic (FBB), Below Basic (BB), Basic (B), Proficient (P) and Advanced (A). Only those students scoring Proficient or Advanced are considered to be meeting standards.

Computech has seen great growth in math and language arts CST scores over the past five years, as shown on the California Department of Education website (www.cde.ca.gov). In 2004 69% of our 7th graders and 64% of our 8th graders scored at the Proficient or Advanced level for the language arts portion of the CST; in 2008 the percentage of 7th and 8th grade students scoring Proficient or Advanced in language arts had increased to over 80%. During the same period the percentage of students scoring Advanced on the language arts portion of the CST doubled for 7th grade (from 22% in 2004 to 44% in 2008), and increased by over 12% for 8th grade students.

Computech has also shown impressive growth in math scores. In 2004 75% of our 7th grade students and 49% of our 8th grade students scored Proficient or Advanced in math; by 2008 these scores had increased to 81% for 7th graders and 68% for 8th graders.

Computech has dramatically closed the achievement gap by student subgroups. The greatest gains have occurred in language arts, where all of our significant subgroups (Socio-economically Disadvantaged, Hispanic, Asian, and African American) have increased the percentage scoring Proficient or Advanced by at least 15% since 2004. The most dramatic gains by subgroup occurred for our 8th grade African American students, whose language arts scores grew from 36% Proficient or Advanced in 2004 to 82% Proficient or Advanced in 2008. Computech has also seen great improvement in math scores over the past five years for both grade levels and all subgroups, excepting our 7th grade Asian students. This may be explained by the fact that Asian students are already our highest-performing subgroup in math, scoring 83% Proficient or Advanced on the 2008 CST--higher than any other subgroup or schoolwide score.

Student test scores are one measure used by the state of California to score each school's Academic Performance Index (API) and Annual Yearly Progress (AYP). The API is a numeric index that ranges from a low of 200 to a high of 1000, and its purpose is to score the academic performance and growth of schools. Schools that receive a score at or above 800 are expected to maintain or increase that achievement. Computech had an API score of 871 in 2004, and we have increased our index rating since then: our 2008 API score was 916, higher than any other middle school in the county. Our growth in API has also allowed us to achieve our AYP targets for each of the last five years.

We believe that our growth over the past five years reflects our dedication to academic rigor and our focus on continuous improvement.

2. **Using Assessment Results:**

Computech staff know it is only through frequent and meaningful assessment that individual student achievement can be monitored and prescriptive improvements made. Ongoing assessment allows our

departmental professional learning communities to analyze data, reflect upon the effectiveness of current instructional practices, and plan and implement corrective actions.

State, district, and site-based assessment results are used by staff throughout the school year as a valuable tool to address student needs. August pre-service sessions allow staff to review disaggregated data from the annual California Standards Test (CST) in the subjects of English language arts, math, history, and science. Guided by a Fresno Unified School District approach called "Cycle of Continuous Improvement," professional learning communities meet by subject and grade level to review data. Teachers then share their ideas and strategies; determine alignment of curriculum; and create instructional plans--including measurable standards-based achievement goals--to address areas of improvement. These goals are reviewed and refined throughout the year as teachers compare CST results with results on the Assessment of Critical Standards (ACS) tests, which are standards-aligned benchmark assessments administered three times per school year. English language arts teachers are further able to analyze individual writing assessments using district-developed writing samples administered in the seventh and eighth grades.

Results from these assessments are available through the district's Assessment Information System (AiS), a program that allows administrators and teachers to access data, diagnose individual strengths and weaknesses, and make decisions involving curricular strategies and practices. Subject area and grade level communities also use AIS information to determine weaknesses by specific California Standards Test clusters, and to plan re-teaching or other targeted interventions for students who are struggling. The result is a schoolwide system that tailors a high standard of learning to every individual student.

3. **Communicating Assessment Results:**

Computech staff members believe that sharing assessment results with our parents and community produces shared accountability for the success of our students. Staff members use a great variety of means to regularly communicate progress, including monthly mailers; individual student grade, progress, and assessment reports which are sent home; personal conferences; phone calls; our school website; e-mail; and our district's internet-based student assessment reporting site (AiS).

Computech reports individual student test scores to parents annually in the home language, following pre-service data analysis and planning sessions held each August. Translation of assessment results into a student's native tongue is important at Computech, where our parents speak 15 different languages.

Students and parents are given access to individual state- and district-level testing results using our district's online Assessment Information System (AiS). AiS allows staff, students, and parents to track the effect of grades, attendance patterns, and levels of proficiency on state- and district-level assessment scores. The AiS system promotes consistency in how data is analyzed and communicated, and provides a common platform for how staff, students, and parents view that data.

Parents receive quarterly written printouts showing their student's scores on standards-aligned benchmark assessments known as the Assessment of Critical Standards (ACS), administered three times per school year. The printouts compare a student's ACS results against their most recent California Standards Test (CST) results to check for progress. They also allow students to set personal goals for upcoming district and state assessments. Staff members also communicate these results to parents in conferences where strategies are developed for those students needing help.

Schoolwide data is also reported to our community throughout the year via our local newspaper; school and district mailers; and on a section of our school website called the Data Dashboard, which displays school assessment data, attendance records, results from staff/parent/student climate surveys, and other information.

4. **Sharing Success:**

Edison Computech 7-8 is fortunate to reside in the fourth largest school district in the state of California. As one of 15 middle schools in the Fresno Unified School District, we are able to communicate with our other sister middle schools about instructional approaches and data that we use at Computech to help our students find success. Regular district subject meetings, workshops, and district-level curriculum development teams, allow our staff members to share with other teachers in our district, and in turn learn from them as well. Bi-monthly district principals' meetings provide an opportunity to discuss successful practices and share program results. Annual principals' summit meetings allow our school principal to share the data-supported reading and math strategies that have been researched, planned, and implemented at our school site.

Beyond the middle schools, many other opportunities exist for sharing our successes and best practices. Being situated directly adjacent to Edison High School, where the vast majority of our students go after 8th grade, provides our staff with an ideal platform for vertical collaboration. Teachers and administrators from both schools are able to share curricular ideas and intervention strategies, review assessment tools and data, and evaluate current practices to determine if they meet the level of rigor expected at each grade level.

As a successful school, Computech is often sought out for campus visitations so visitors can learn about our instructional program or look at our emphasis on technology. Recently, Hewlett Packard (HP) partnered with Computech to complete an ethnographic study to determine how our diverse students are using technology in their academic and personal lives. Domestic and international researchers from HP spent one week on our campus, and even in our students' homes, conducting interviews and watching technology in action at Computech.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Computech's unique eight-period schedule and variety of course offerings seek to challenge and inspire students while giving them a broad base of experiences in preparation for high school. Each student takes two years of standards-based science, mathematics, English, social studies, computer literacy, and physical education, plus two electives, during the eight-period day.

Science offers a hands-on, activity-based, content-rich learning experience that incorporates the use of technology and inquiry strategies. The interdisciplinary nature of science is emphasized with a focus on life science in seventh grade and physical science in eighth grade. Students work individually and in cooperative groups to practice critical thinking, writing, research, communication, and technology skills as they collect and analyze data using a variety of scientific instruments.

Placement in mathematics is determined by ability level combined with parent and teacher input. Course offerings include Foundations in Mathematics (hands-on preparation for Algebra), Algebra, and Geometry. Over 65% of our students complete their high school Algebra 1 requirement, and an additional 15% complete their Geometry requirement, prior to leaving Computech. Conceptual development and higher-level cognitive skills are emphasized. Innovative hands-on projects and open-ended activities help students move from concrete to abstract concepts.

Social studies offerings include Geography in seventh grade and History in eighth grade, which are taught as part of a two-period core with English/Language Arts (see 2b). Social studies classes offer a hands-on, student-centered curriculum that uses simulations, primary sources, interactive presentations, cooperative group work, and projects to involve students in problem solving, research, writing, and communication skills. Our goal is to ensure that students have a factual knowledge of the past and an understanding of man's conflicts and accomplishments.

Physical education focuses on physical fitness and skills, respect for others and self, sportsmanship, social skills, individual excellence, health, hygiene, and lifelong habits. After researching a health issue, students display their findings at our annual Health Fair. Our students and local health service providers work together to educate our community on the importance of leading a healthy lifestyle, and the resources available.

In addition to core subjects, Computech students are able to choose two electives each year. Our visual and performing arts electives include Art, Beginning Band, Advanced Band, Orchestra, Web Design, and Yearbook. Art supports literacy, history, and other core areas as a method of communicating and expressing ideas. Music gives students the opportunity to develop their reading, technical, and performance skills. Students learn the language, discipline, and value of music as they learn notation, musical value, and instrumental techniques. Web Design and Yearbook are incorporated into two specialized Computer Literacy (see 3) classes. Students design, create, and publish both the website and the yearbook and are able to improve their literacy and communication skills while expressing their creativity.

Computech offers an extensive foreign language program. Two different levels of Spanish, French, and German are offered, with students receiving one year of high school credit for each. Currently, 81% of our students are enrolled in a foreign language. An interdisciplinary approach is emphasized, with students studying the music, history, culture, and geography of the area in which their language is spoken. Students are immersed in the language from the moment they step into the classroom, because we have found that total immersion is the best method for achieving truly fluent and literate bilingual students.

Other electives offered at Computech include Drafting, Electronics, Explorative Technology, Technical Education, Peer Counseling, Leadership, AVID, Study Skills, and Student Aides. Computech strives to meet the needs of all our students through a variety of approaches and course offerings, and to give each student the opportunity and the support to be successful.

2b. **(Secondary Schools) English:**

English classes at Computech are taught as a two-period core, along with World Geography in 7th grade and U.S. History in 8th grade. The pairing reinforces both subject areas. Historical novels are often taught in English; writing and speaking skills are developed through social studies projects such as historical simulations, skits, speeches, and document-based essays.

Our mission is to produce literate students who write well and have extensive academic and general vocabularies. Students receive weekly vocabulary instruction with activities that encourage them to use, not just recognize, the words. Composition instruction, while including personal and creative writing, focuses on expository writing. Teachers ensure continuity in writing instruction by collaborating on rubrics, composition terminology, and instructional strategies.

We believe the ability to read well is an essential academic skill. Reading from the district-adopted text and list of core novels, students receive direct instruction in how to read well. They analyze texts, support conclusions with evidence, discuss implied meanings, and explain figurative language. Mindful that reading instruction must be reinforced by recreational reading, all teachers have an independent reading program. We believe fostering a love of reading, particularly among struggling and reluctant readers, depends upon individual students reading books they enjoy. Having classroom libraries, and computers networked to the library catalog, helps teachers put the right book into a student's hands. To aid our English Learners improve their reading skills, we invested in PlayAway audiobooks. English learners listen while reading along, thereby seeing a word's spelling, hearing its pronunciation, and understanding its use in context. Audiobooks help the EL student build a language foundation similar to that developed by a child whose parents read to him or her. To aid any student struggling with reading and writing, the English teachers have tutorials before and after school and during lunch, when students may receive individual help.

3. **Additional Curriculum Area:**

Computech is a magnet school with an emphasis in math, science and integrated technology. Since technology is an essential part of the magnet theme and our school's mission, it is an indispensable part of the Computech program. The school has approximately 500 networked computers, with three labs dedicated to the teaching of Computer Literacy classes (34+ computers each). This two-year required program, developed by the computer science teachers, focuses on keyboarding, word processing, database, spreadsheet, graphics, multimedia, and web design. Students are taught programming skills and are exposed to scanners, digital cameras, CD's, DVD's, the Internet, and digital and video cameras. The curriculum scaffolds, becoming more complex for eighth grade students. The Library Media Center has a full lab of computers, and Science and ELA classrooms have laptops with wireless Internet access.

In every class students use technology in a wide range of projects that support essential skills and knowledge: word processing, publishing, researching, collecting and processing data, etc. Since all classrooms have access to technology, many interdisciplinary projects have been developed. Computer literacy teachers work with the librarian and content area teachers to support and enhance instructional programs. For example, in seventh grade all students complete an animal research project. They are taught how to create a related bibliography and outline in ELA, to conduct research in Science, and to create a multimedia presentation in Computers. Students become teachers when they give their presentations to their peers.

Computer Literacy students are involved in the creation and maintenance of the school's website. The purpose of the site is to meet the needs of students, parents, teachers, administration, and staff, and the site is updated daily. Since our students come from all areas of Fresno, blogs have been created so students can seek help from each other on school assignments, even though they may live on opposite sides of town.

4. **Instructional Methods:**

While Computech revels in our student body's diversity, we also recognize the challenges our students face. Those challenges led the faculty to search for instructional methods that would level the playing field and help close the achievement gap for all students, while improving student performance for all subgroups. As a result, Computech faculty determined that the best strategy for improving achievement for all students was to focus on rigor and academic support.

Computech students experience a rich, varied, challenging curriculum matched to their developmental needs. There is a balance between independent and collaborative student work, and between teacher-directed and student-centered instruction. Project-based instruction emphasizes the development of 21st century skills, and provides students with real-world experience and career awareness. For example, students build scale models in math, program robots in engineering, produce brochures in ELA, take blood pressure readings in PE, create multimedia presentations in computers, and perform concerts in music.

Teachers use auditory, visual, and kinesthetic modalities to address our students' various learning styles. Students have the opportunity to experience whole group, small group, and individual instruction. All students at Computech are mainstreamed. EL's are placed in classrooms with a CLAD- or SDAIE-trained teacher who works with our two Guidance Learning Counselors to monitor their progress. To provide academic support, AVID, study skills classes, mentoring, academic counseling, and intervention programs have been developed. We challenge our accelerated students by keeping them motivated and engaged in high school credit courses; in activities including Science Olympiad, Science Bowl, Math Club, and Geography Bee; and in an extensive set of electives that includes engineering, electronics, technical education, and others.

A child cannot succeed academically if his physical, social, and emotional needs are not being met. Through counseling, campus culture, and other services, we hope to provide the support our students need to be successful.

5. **Professional Development:**

Each year FUSD allots three full days for professional development, and it supports the use of minimum days to further these efforts. Computech uses a combination of district, onsite, and consultant personnel to best meet students' and teachers' specific needs. The staff spends a significant amount of whole staff, department, and small group time analyzing assessment data and survey results, and preparing and implementing new and revised curriculum based on content standards. Once schoolwide performance goals are established, professional development is targeted to meeting those goals. For example, when English teachers discovered a weakness in reading and writing, all teachers chose by consensus to receive training in the notetaking and higher-level questioning components of the AVID program. An AVID consultant was hired and, for the next two years, all staff participated in a series of training sessions followed by implementation, practice, and reflection on the strategies. Currently, all core curricular areas are modeling vocabulary development lessons after Marzano's approach. Assessment data is carefully monitored to see what effect, if any, these approaches are having on our students. Last year, seventh grade ELA scores increased from 86% (2007) to 90% (2008) and eighth grade from 74% (2007) to 82% (2008).

Teachers enroll in classes and attend workshops and conferences to deepen their content knowledge and give them strategies they can use to differentiate instruction and engage students. Consistent with our mission, all staff are encouraged to further their own technology expertise in addition to subject area development. When the

school acquires new technology, training sessions are offered so teachers can effectively implement its use in the classroom. Our support staff also receives training to improve their skills and promote better efficiency. Administrators regularly attend inservices and conferences to stay abreast of the latest trends and legislation that affect the school. Expectations of continuous growth permeate the school.

6. **School Leadership:**

For a school to be successful, all stakeholders must have a shared purpose and a common vision. At Computech, distributed leadership makes this possible by utilizing the knowledge, experience, and wisdom of all members (administrators, teachers, classified staff, students, parents, and community members). In this model, decision-making is shared and relationships established. Stakeholders are continually provided with the opportunity to dialogue with one another and with the principal through staff, team, committee, School Site Council, Parent-Teacher-Student Organization, and community meetings. As a "learning leader," the principal strives to create an atmosphere that encourages innovation, and to provide the resources and support to enable teachers to put inspiration into action.

Each year Computech stakeholders examine standardized test scores; review results of student, parent, and teacher surveys; analyze and interpret student data; and discuss current research. Utilizing this information, staff and parents develop schoolwide performance goals and establish action plans. To ensure that these plans are implemented, fiscal, personnel, and material resources are dedicated by staff consensus to that purpose.

Resources are allocated to school needs in a unique budget planning process that involves all stakeholders. Departments work with their members to develop and present their vision for the coming year, then negotiate for a percentage of the budget to accomplish their goals. Each year high-priority goals emerge, and the staff decides to put a majority share of the budget into those specific areas targeted for improvement. For example, one year staff might decide that its greatest priority is to upgrade the science labs; the next, to create a new history curriculum. This method is possible only because departments have been willing to reduce their share of the budget to make major improvements a priority. This process empowers our staff and ensures that policies, programs, relationships, and resources focus on improving student achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 7 Test: California Standards Test

Edition/Publication Year: No edition/ 2008 Publisher: California Department of Education/ ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Students scoring proficient and above	81	77	78	80	75
Students scoring advanced	27	22	24	31	22
Number of students tested	408	360	409	362	368
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Students scoring proficient and above	78	76	75	75	68
Students scoring advanced	19	20	19	24	17
Number of students tested	240	240	252	210	186
2. Racial/Ethnic Group (specify subgroup): Asian					
Students scoring proficient and above	83	81	90	94	87
Students scoring advanced	35	36	35	31	24
Number of students tested	65	53	69	52	68
3. (specify subgroup): Hispanic					
Students scoring proficient and above	78	74	72	72	66
Students scoring advanced	21	15	16	22	18
Number of students tested	199	200	198	167	152
4. (specify subgroup): African American					
Students scoring proficient and above	79	76	70	59	60
Students scoring advanced	19	17	15	10	14
Number of students tested	47	29	33	29	49

Notes:

Subject: Reading Grade: 7 Test: California Standards Test

Edition/Publication Year: No edition/ 2008 Publisher: California Department of Education/ ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Students scoring proficient and above	90	86	82	85	69
Students scoring advanced	44	35	31	25	22
Number of students tested	408	360	409	362	368
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Students scoring proficient and above	88	82	77	81	60
Students scoring advanced	34	28	21	14	11
Number of students tested	240	240	252	210	186
2. Racial/Ethnic Group (specify subgroup): Asian					
Students scoring proficient and above	89	81	81	90	74
Students scoring advanced	34	26	28	19	16
Number of students tested	65	53	69	52	68
3. (specify subgroup): Hispanic					
Students scoring proficient or above	90	83	80	81	63
Students scoring advanced	36	25	22	17	15
Number of students tested	199	200	198	167	152
4. (specify subgroup): African American					
Students scoring proficient or above	79	97	70	72	60
Students scoring advanced	38	38	21	7	16
Number of students tested	47	29	33	29	49

Notes:

Subject: Mathematics Grade: 8 Test: California Standards Test

Edition/Publication Year: No edition/ 2008 Publisher: California Department of Education/ ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Students scoring proficient and above	68	62	75	62	49
Students scoring advanced	20	10	14	13	6
Number of students tested	350	375	341	339	349
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Students scoring proficient and above	65	58	70	57	48
Students scoring advanced	19	7	13	9	4
Number of students tested	210	205	179	179	147
2. Racial/Ethnic Group (specify subgroup): Asian					
Students scoring proficient and above	81	68	82	65	62
Students scoring advanced	33	18	18	15	2
Number of students tested	52	68	50	69	53
3. (specify subgroup): Hispanic					
Students scoring proficient and above	62	57	70	58	41
Students scoring advanced	14	6	10	9	2
Number of students tested	195	184	158	144	133
4. (specify subgroup): African American					
Students scoring proficient and above	61	43	68	58	29
Students scoring advanced	18	3	12	5	0
Number of students tested	28	30	25	43	45

Notes:

Subject: Reading Grade: 8 Test: California Standards Test

Edition/Publication Year: No edition/ 2008 Publisher: California Department of Education/ ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Students scoring proficient and above	82	74	82	74	64
Students scoring advanced	38	33	43	30	26
Number of students tested	350	375	341	339	349
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Students scoring proficient and above	81	70	77	63	55
Students scoring advanced	32	23	29	18	13
Number of students tested	210	205	179	179	147
2. Racial/Ethnic Group (specify subgroup): Asian					
Students scoring proficient and above	77	75	82	65	59
Students scoring advanced	31	27	38	22	21
Number of students tested	52	68	50	69	53
3. (specify subgroup): Hispanic					
Students scoring proficient and above	80	67	78	71	56
Scoring acoring advanced	29	23	31	22	16
Number of students tested	195	184	158	144	133
4. (specify subgroup): African American					
Students scoring proficient and above	82	80	60	70	36
Students scoring advanced	39	23	28	30	7
Number of students tested	28	30	25	43	45

Notes: